

Board of Governors Reporting Calendar

Annual Planning and Institutional Effectiveness Report

Nic Richmond, Institutional Research, Planning and Effectiveness

September 30, 2015

Strategic Plan, Goals, Priorities



PimaCommunityCollege

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Introduction

Planning and Institutional Effectiveness fall within Core Component 5 of the Higher Learning Commission (HLC) “Resources, Planning, and Institutional Effectiveness”. Planning was identified in the Notice Letter from the HLC as an area to be addressed in the 2016 Focus Report, specifically:

Evidence of implementation of the 2014-17 Strategic Plan including completion of the campus plan, establishment of measurable key performance indicators to assess progress toward completion and direct linkages to the budgeting process in addition to outcomes achieved to date (Core Component 5.C)

Planning and institutional effectiveness are inherently linked and both topics have been recent priority areas at the College. This report provides an overview of progress during 2014-2015 and upcoming changes for 2015-2016.

A. Related Board Policies

BP 1.16 College Effectiveness

BP 2.10 Institutional Research

RG-1504/A Institutional Effectiveness

SPG-1504/AA Institutional Effectiveness Program

B. Accreditation Compliance

Criterion Five. Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.C. The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

5.D. The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

C. Planning and Institutional Effectiveness Background

In 2013, it was found that employees felt disconnected from the planning process, as shown in Figure 1, which is from the 2013 Noel Levitz College Employee Satisfaction Survey. A likely factor in that was that the planning process was overseen by a relatively small committee that did not include broad membership or community input, see Figure 2. It has also been found that the old College Plan Action Items did not, in many cases, reflect the best way to achieve the desired outcomes. Based on recent input from attendees at the College’s first Planning Week (described later), 33% participated in the pre-2013 process and 63% found it disconnected from their day-to-day work. Other weaknesses included a lack of key performance indicators to monitor progress and limited community input.

Figure 1: Employee input on the statement “This institution involves its employees in planning for the future.” from the 2013 Noel Levitz College Employee Satisfaction Survey. PCC will administer the survey again in the 2015-2016 year to obtain updated data on this statement.

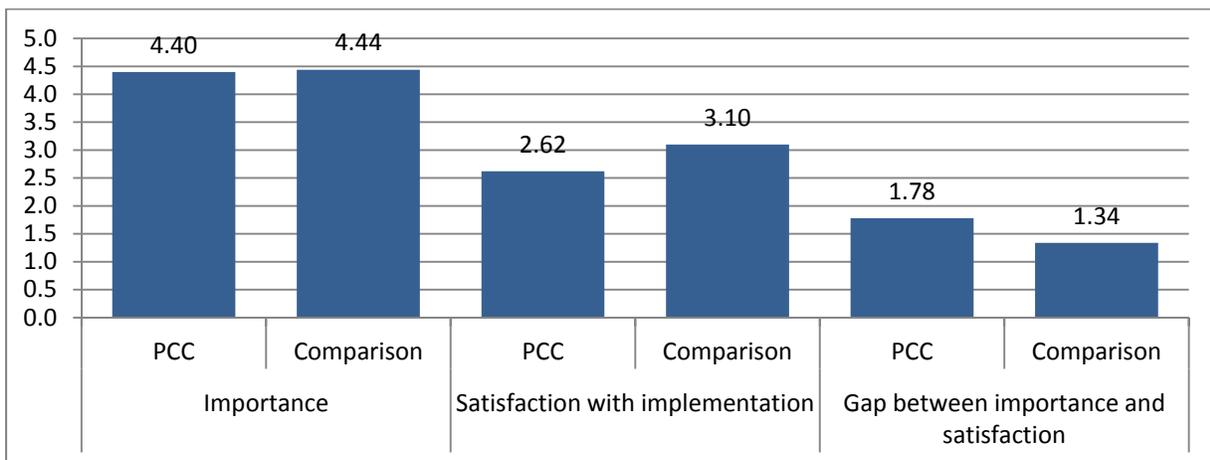
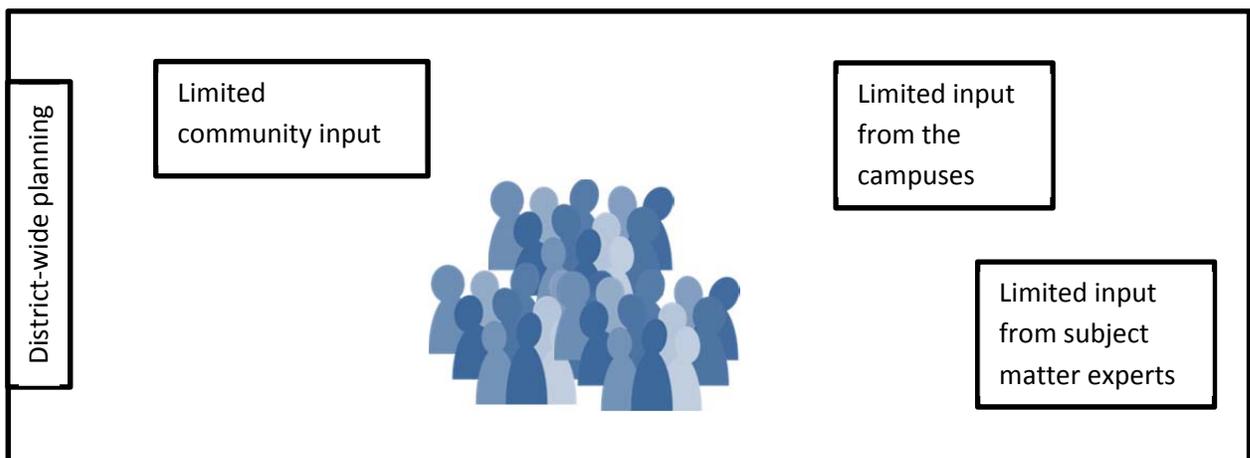


Figure 2: Central committee structure used in planning at PCC prior to 2013.



Following the Probation Sanction from the Higher Learning Commission in April 2013, and driven by a change in senior leadership which refocused College efforts, the planning process underwent significant changes during the 2013-2014 academic year. The key changes were:

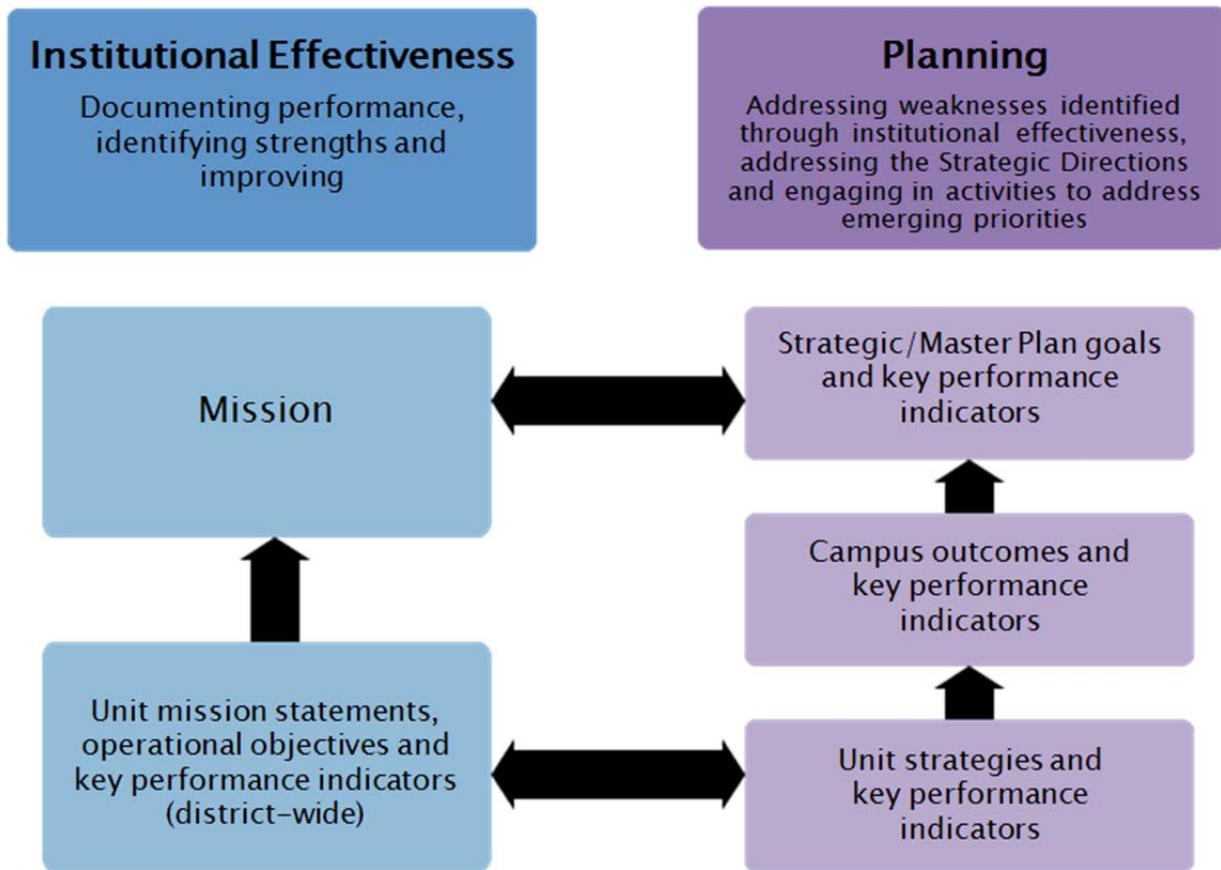
- A broader central committee, the Strategic Planning Committee (SPC), was formed that included community members, faculty, non-exempt staff, exempt staff, administrators, students and board representatives.
- The SPC was tasked with developing the College's overarching Strategic Directions. The committee was not to focus on fine-scale activities to support the Directions, but to identify the priority areas.
- The 2014 Futures Conference was held in February of 2014. Approximately 200 community members and employees participated and gave their input on their needs for the priorities of the College.
- The SPC took community input, expanded it with internal perspectives and developed the 2014-2017 Strategic Directions and Goals, which are documented in the 2014-2017 Strategic Plan and were approved by the Board early in the 2014-2015 academic year. The Directions and Goals within the Strategic Plan represent broad priority areas. Detailed actions are not included in this document in contrast to the previous planning process.

In order to identify the activities to be carried out to support completion of the 2014-2017 Strategic Plan, a new level of planning was added during 2013-2014. Senior administrator plans were developed by Campus Presidents, Executive Vice Chancellors and Vice Chancellors, and the plans included activities from those areas that would be carried out to support the 2014-2017 Strategic Plan. This pushed planning deeper into the College and ensured that subject matter experts within operational areas determined the most appropriate ways to support the Strategic Plan. This level of the planning process began in late spring 2014 and crossed into the next year, completing in fall 2015. Section D summarizes progress in planning during 2014-2015 and upcoming changes for 2015-2016.

In parallel with the work on planning, it was determined that the College needed to overhaul its institutional effectiveness process, which had been limited to some district-wide assessment activities including the Voluntary Framework of Accountability, the Community College Surveys of Student Engagement, and semester and annual reports on student enrollment and success. While effective at assessing aspects of the institution's performance, the approach meant the College lacked a full, systematic approach to assessing its operations that was consistent across all areas of the College. To address this, a new institutional effectiveness process was introduced during the 2014-2015 academic year. Full details on the institutional effectiveness process are given section E of this report.

While effectiveness is a separate process from planning, if an assessment of a given unit's functions determines that an area is weak, then a strategy can be implemented through the planning process to improve. In that way, institutional effectiveness provides the system within which unit performance is monitored and planning is the process through which improvements are made. Unit effectiveness documents, as described later in this report, may not change year-to-year unless the responsibilities within a given unit change. However, plans for the unit will change on an annual basis as different improvements and changes are implemented. Figure 3 summarizes the relationship between planning, institutional effectiveness and mission.

Figure 3: Summary of the relationship between mission, institutional effectiveness and planning.



D. Planning Update

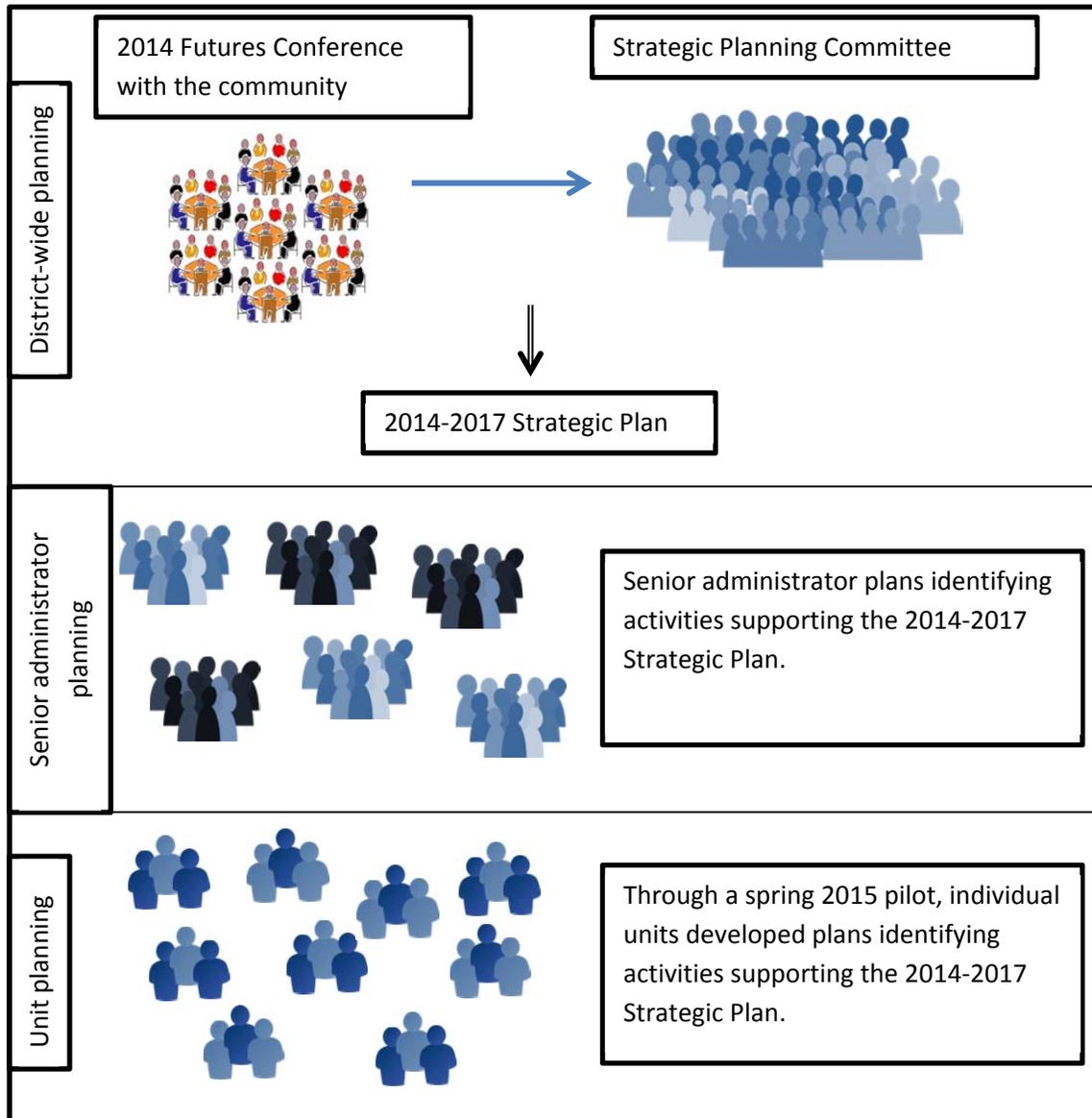
Progress during 2014-2015

Building upon the overarching priorities set through the district-wide strategic planning process, planning during the 2014-2015 year added two new levels to the planning process. The two new levels were senior administrator plans and unit plans, see Figure 4. The purpose of both was to embed planning deeper into the College to more fully engage College employees in the planning process, which has two advantages: first, it enables more employees to see directly how they are supporting the priorities of the College, and second, it ensures that subject matter experts within relevant areas of the College are directly engaged in identifying the best ways in which the College can achieve progress on the Strategic Plan. Preliminary information is that these changes have yielded improvements. Based on input from participants at the first Planning Week, 75% were involved in this planning process, compared with 33% prior to that.

The following items were carried out during the 2014-2015 academic year:

1. The introduction of senior administrator plans started in spring 2014 and all plans for the 2014-2015 year were submitted by the end of fall 2014. This was on schedule as the 2014-2017 Strategic Plan was not finalized until May of 2014 and time was needed for the areas to develop their plan strategies. Due to the timeline associated with the HLC Probation Sanction, there was not time to provide adequate training on this level of planning and as a result there was inconsistency across plans. This is discussed further in the next section of this report.
2. Update reports on progress for the senior administrator plans were submitted by all areas by June 30, 2015. Figure 5 summarizes which Strategic Plan items each senior administrator area addressed during 2014-2015. All of the Directions and Goals in the Strategic Plan were address by at least one senior administrative area. A full report on plan activities during 2014-2015 will be released in December 2015, once updates are in from all of the individual units. This will be discussed in more detail in the next section of this report.
3. Unit planning was piloted during spring 2015. In unit planning, operational areas of the College develop plans that align with the Strategic Plan. The plans included mission statements, outcomes and key performance indicators. Examples of units based at the District Office include Financial Aid within the Provost's Office and Technical Services within Information Technology. At the time the pilot was carried out, campus planning was separated by campus, but some units did participate. However, for the campuses, the units were by campus and not cross-campus units combining common functions under one unit, regardless of physical location. This limitation is discussed in more detail in the Institutional Effectiveness section of the report. Over twenty units participated in the unit plan pilot in spring 2015.

Figure 4: Planning structure implemented from 2013 through to 2015. The district-wide and campus levels were added in 2013-2014 and the unit planning level was added in 2014-2015.



4. During the 2014-2015 academic year, the College carried out a comprehensive review of its mission. The review process is described elsewhere and the new statements were approved by the Board of Governors on August 12, 2015 and posted to the College website. The mission review is critical for the Strategic Plan and provides the overarching structure for a set of key performance indicators that can be used at the mission, Strategic Plan and campus levels.

5. The following products were available by the end of the 2014-2015 planning year:
 - a. Senior administrator plans
 - b. Unit plans from approximately twenty areas through the spring 2015 pilot
 - c. End-of-year summary reports from the senior administrator plans and the pilot unit plans
 - d. Approved missions documents

Figure 5: Progress on the 2014-2017 Strategic Plan during the 2014-2015 year.

This report summarizes the Strategic Directions and Goals that have been addressed by each senior administrator plan during the 2014-2015 year.



Progress is reported using the following indicators:

- Activity reported during 2014-2015
- No activity reported for 2014-2015
- Summary indicator indicating that the strategic goal was addressed during 2014-2015
- Summary indicator indicating that the strategic goal was NOT addressed during 2014-2015
- Strategic goal was completed during 2014-2015
- Progress was made on the strategic goal during 2014-2015, but further work is needed
- No progress was made on the strategic goal during 2014-2015 and this goal needs to be a priority in the next two years

Senior Administrator Area	Strategic Direction 1					Strategic Direction 2							Strategic Direction 3					
	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	2.5	2.6	2.7	3.1	3.2	3.3	3.4	3.5	3.6
CAMPUSES																		
Community Campus																		
Desert Vista Campus																		
Downtown Campus																		
East Campus																		
Northwest Campus																		
West Campus																		
DISTRICT-WIDE OFFICES																		
Facilities																		
Finance																		
Human Resources																		
Information Technology*																		
Operations**																		
Provost's Office***																		
Addressed by the College in 2014-2015?																		
Completed during 2014-2015?																		

Senior Administrator Area	Strategic Direction 4					Strategic Direction 5			Strategic Direction 6			
	4.1	4.2	4.3	4.4	4.5	5.1	5.2	5.3	6.1	6.2	6.3	6.4
CAMPUSES												
Community Campus												
Desert Vista Campus												
Downtown Campus												
East Campus												
Northwest Campus												
West Campus												
DISTRICT AND M&S												
Facilities												
Finance												
Human Resources												
Information Technology*												
Operations**												
Provost's Office												
Addressed by the College in 2014-2015?												
Completed during 2014-2015?												

* Information Technology is now part of Finance

** Operations was previously called Institutional Advancement and included slightly different units

*** The Provost's Office now includes Enrollment Management, which was previously in Institutional Advancement

Opportunities to Improve

The following opportunities to improve were identified and changes to improve in these areas will be discussed in the next section:

1. The pilot of unit planning included all areas, but only a few units took the step of submitting plans. The pilot lacked detailed structure and deadlines, both of which are needed to ensure success.
2. There was a lot of duplication between the senior administrator plans and the unit level of planning and that caused confusion. Just over 63% of participants in Planning Week 1 in September 2015 specified that they had found the senior administrator and unit plans during 2014-2015 confusing.
3. Prior to summer 2015, the College had yet to implement a comprehensive institutional effectiveness process. Cross-campus units that could undertake substantive activity to address the Strategic Plan had not been identified. Activities during the 2014-2015 academic year were isolated by campus and not broad in scope.
4. Based on a review of the items submitted at the end of the year on the work done under the senior administrator plans there is currently a lack of coordinated strategies that cross campuses or administrative areas. As a result, while progress has been made on all of the Strategic Directions, the College has not made substantial progress as yet in several of the areas. In addition, senior administrator plans do not reflect the full richness of the work done by units across the College to address the 2014-2017 Strategic Plan.
5. As the new mission statement was not approved at the time the senior administrator plans and unit plans were developed, there was not good mapping aligning plan activities, the mission and other College priorities.

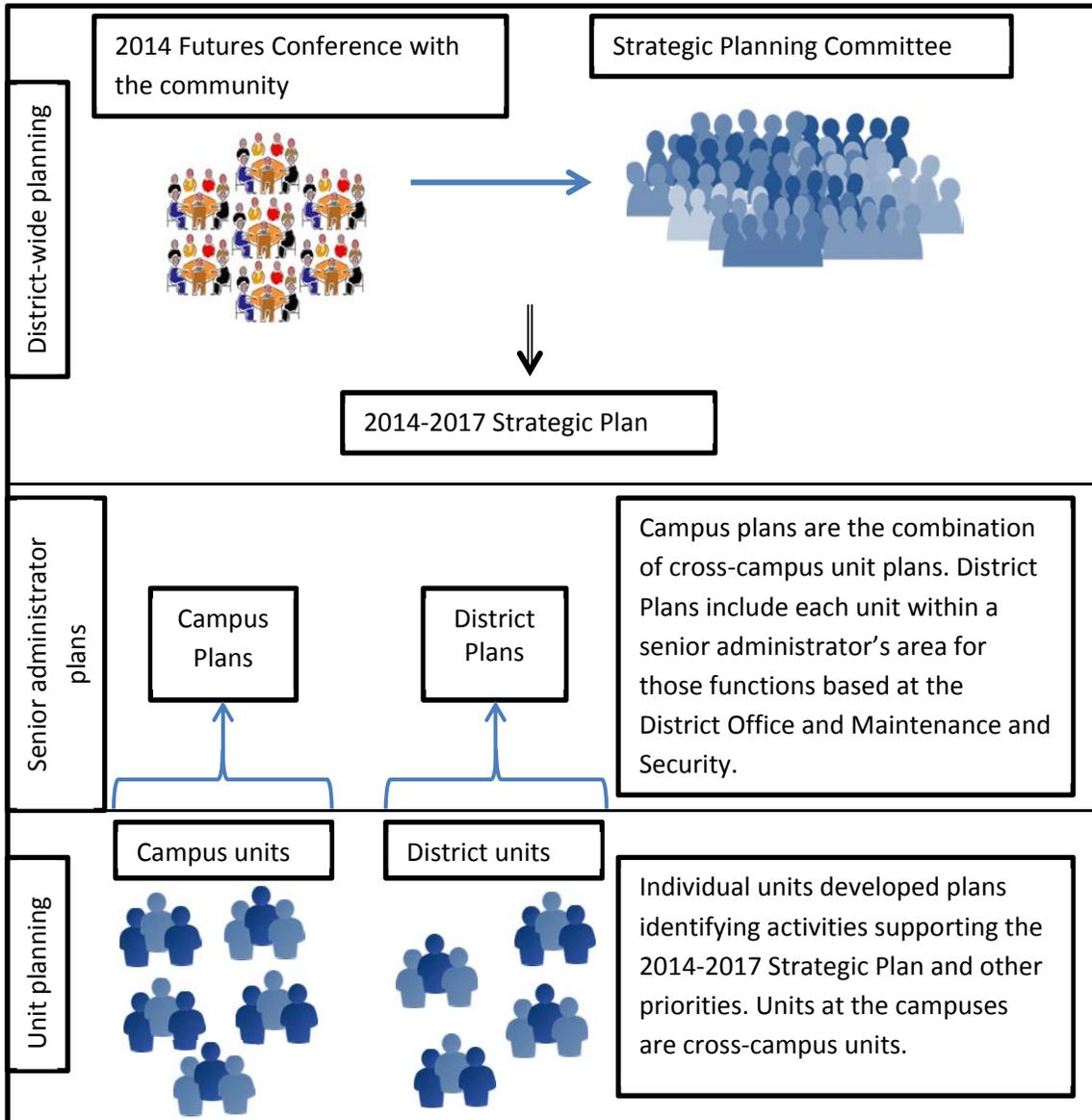
Changes for 2015-2016

The following actions are currently being implemented or will be implemented in the 2015-2016 academic year to strengthen planning at the College:

1. The mission framework will be compared with the Strategic Plan to ensure alignment. As the mission key performance indicators are finalized in fall 2015, indicators will be selected for the Strategic Plan. The indicators are needed to ensure the College has an aligned system of key performance indicators linking the mission, Strategic Plan and campus outcomes. These indicators will be prepared no later than December 2015.
2. Following the successful launch of institutional effectiveness and the identification of units across the district (described in the Institutional Effectiveness section of this report), planning is shifting from separate senior administrator plans and unit plans to a system in which units develop plans and senior administrator plans are the aggregation those unit plans. This addresses the confusion between unit and senior administrator plans, and creates a framework to collect more detailed information on the work of all units as it relates to the 2014-2017 Strategic Plan. This change also fully aligns the College's planning process with the improved institutional effectiveness model. Figure 6

summarizes the planning structure in 2015-2016. The changes are at the campus and unit level. The process maintains the inclusive aspects that were added in recent years (Figure 4), but rather than separate campus and unit plans, campus plans are comprised of the aggregated unit plans.

Figure 6: Modified planning structure for 2015-2016. The primary change is at the campus plan level.



3. Planning Week has been created as a venue to hold work sessions with functional areas at the College. During Planning Week sessions, units from a common area (e.g. the Provost's Office or the Vice Presidents of Student Development) meet and are guided through a work session during which they develop their plan strategies or are provided with training so they can work independently on plan development. The sessions are led by staff from the Office of Institutional Research, Planning and Effectiveness. This provides a clearer process, provides a way for participants to ask questions and gives employees a dedicated time to focus on their planning work. Planning week will be held twice a year, with the inaugural Planning Week held in September 2015.
4. Training materials for planning now focus on the importance of selecting meaningful strategies that align with a College priority, are achievable and support substantive, coordinated work to achieve progress on the Strategic Plan. There is a focus on strategies across all campuses rather than a focus on individual efforts at each campus.
5. Unit plan strategies will map to 2014-2017 Strategic Plan, Core Themes and Objectives from the Mission Fulfillment Framework and the priorities identified by the Chancellor for 2015-2016. This creates detailed mapping showing how each unit is supporting each of the priority areas. Identification of units for this process is described in the institutional effectiveness section of this report.
6. As part of the first Planning Week, updates have been requested from each unit on the work they did during 2014-2015 that supports the Strategic Plan and accreditation efforts. Once those updates are received a comprehensive end-of-year report on planning during 2014-2015 will be prepared. The report will be released in December 2015.

E. Institutional Effectiveness Update

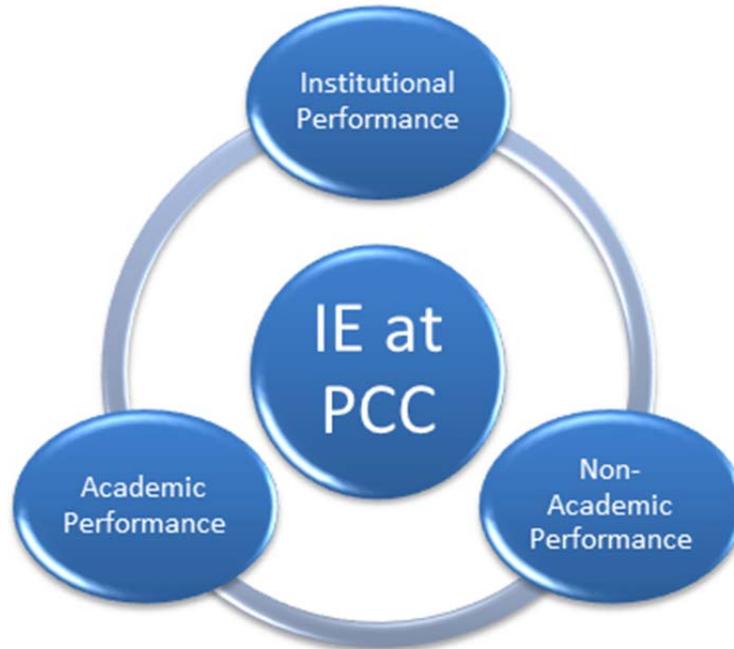
Identifying a New Institutional Effectiveness Model

While the College did carry out some institution-wide efforts to assess its performance prior to 2014-2015 (see Table 1), it did not have a consistent process to assess operations across units. This limitation was a priority project at the College during summer 2015 and a new institutional effectiveness (IE) process was adopted, see Figure 7.

Table 1: Selection of the approaches used by the College to assess performance at the institutional level.

Institutional Effectiveness Component	When	Purpose
IPEDS surveys	Data collection is defined by the Department of Education	Federally mandated surveys that provide comparison information to all other institutions in the country.
Voluntary Framework of Accountability (VFA)	Annual	Provides comparison data with other VFA colleges on measures that were developed for community colleges.
Student Engagement surveys	Every two to three years	Obtain student, entering student and faculty input on student engagement, compared with other colleges nationally.
Arizona Outcomes	Annual	Modified from the VFA and completed by all ten community college districts in Arizona. Provides detailed data for in-state comparisons.
Employment data	Annual (once data are obtained)	Determine employment and wage information for graduating students. Data sharing agreement is in process for access to wage data from the Arizona Department of Economic Security.
Mission Fulfillment	Annual (under development in fall 2015)	Reports measures selected by the institution to monitor progress on the College's mission and associated objectives. Includes benchmark data where appropriate.
Characteristics and success reports	Fall, spring, summer and annual	Provide overview information on student demographics and success.
Graduate Exit Survey	Annual	Obtain input from graduates on their next steps.

Figure 7: Components of the institutional effectiveness model at PCC



The institutional effectiveness model includes three primary areas to monitor and assess performance:

Institutional Performance: This features college-wide measures that will be embedded into the mission fulfillment framework, incorporated as key performance indicators in the Strategic Plan, and through the new levels in the planning process to assess college-wide performance as it relates to the priorities the College has set for itself. This includes the adoption of a new peer institution list. In the past, the College considered only large community colleges as its peers. This has been expanded to the following:

- College peers: Large community colleges with a fall headcount similar to PCC (for example, Portland Community College, El Paso Community College)
- City peers: Colleges in cities that the City of Tucson has identified as its peers in terms of metropolitan statistical characteristics (for example, Salt Lake City, Albuquerque)
- Aspen college peers: Colleges that have won the Aspen Prize for Community College Excellence in recent years or were finalists in the most recent year (e.g. Brazosport College, Santa Barbara City College)

The college peer group is valuable as it provides comparisons to institutions that have the same challenges related to size as Pima Community College. The city peers provide a different framework for comparison. While the colleges may be very different from PCC, the local economic environment may be similar and activities undertaken at those colleges may be directly beneficial to the community PCC serves. Finally, with the Aspen college peers, the College has a

set of aspirational colleges to look to that may yield best practices and ways to improve that will support the College's vision to be "a premier college".

Academic Performance: This is assessed through the Program Review process and the expanded Student Learning Outcomes process. As these items are reported to the Board through other reports within of the Annual Reporting Calendar, they are not included in this report.

Non-Academic Performance: This has been an area of significant change during the 2014-2015 year. While the College's non-academic units were assessing their performance and working to improve, the College did not have a systematic process across all units. Some units were addressed through the Service Review process, but it was not systematic for all areas. Key changes during the 2014-2015 year are included in the next section.

Progress during 2014-2015

The main changes during 2014-2015 were:

1. Planning began in spring 2015 to implement the district-wide institutional effectiveness process for non-academic units at the College. PCC held the inaugural Institutional Effectiveness Week starting on June 22, 2015 and over the course of five days held ten joint training and work sessions for units at the District Office and at Community Campus, with 179 staff and administrators in attendance. During these sessions administrators and staff were introduced to IE and the details of the associated assessment framework. Where possible, the attendees were then divided into workgroups to compose mission statements, operational objectives and key performance indicators for their respective units. For those areas where that was not feasible, units worked after their session and submitted their IE documents in the following weeks. As part of IE Week, the College established a list of all units at the institution. At the present time, there are 58 units identified at the College, but others may be identified as the implementation continues. Note that units are based on function. For example, units at the campuses are comprised of staff from across the campuses who have common functions. The units are not separated by work location.
2. As of late September 2015, of the 58 units that have been identified, 55 have submitted IE plans on file in the Office of Institutional Research, Planning and Effectiveness (IRP&E). This represents significant progress in the period for June through September 2015 when the College went from having no consistent unit effectiveness documents to having over 90% prepared. Table 2 provides a list of the units that have been identified and indicates which units have a submitted IE document. IRP&E is continuing to work with those areas that have not submitted to ensure all units have IE documents on file before the end of fall 2015. Examples from unit IE documents are included in Table 3.

3. The goal of the first Institutional Effectiveness Week was to provide training and support as units developed mission statements, operational objectives and key performance indicators, to ensure all units were starting from the same consistent foundation. The second Institutional Effectiveness Week will be held in January 2016 and will focus on reviewing data and discussing performance. IE Week events will be held every six months to support the process and ensure timely submission of evidence on progress within units. During spring 2016, the process will be reviewed and any needed changes will be implemented during IE Week 3 in summer 2016. It is expected that changes will be made as this is a new unit effectiveness approach and subject to the College's continuous improvement process.
4. The following products were available by the end of the 2014-2015 year:
 - a. List of cross-campus, District Office and Maintenance and Security units
 - b. Units have been trained on institutional effectiveness
 - c. The majority of units at the College have developed IE documents that include mission statement, operational objectives and key performance indicators

Table 2: List of institutional effectiveness units by administrative area, as of September 2015. Units with a submitted IE plan have a green indicator, while those units that are still developing plans have a red indicator.

Unit	IE Plan Submitted?
Campus Specific Areas	
Adult Education (AE)	●
Athletics	●
Campus Directors of Administrative Services (CDASs)/Finance and Business Services (FaBS)	●
Program and Academic Support (PASS)	●
Public Safety and Emergency Services Institute	●
Vice Presidents of Instruction (VPIs) - includes Student Learning Support, Faculty Resources, Academic Access, Program Support	●
Vice Presidents of Student Development (VPSDs) - includes Assessment and Testing Centers, Counseling, Student Development, Student Life	●
Office of the Chancellor	
Dispute Resolution	●
Information Services	●
Internal Audit	●
Legal Counsel	●
Office of the Chief Human Resources Officer	
Classification, Compensation, Information Systems and Records (CCISR)	●
Employee Relations	●
Equal Employment Opportunity (EEO)	●
Organizational Effectiveness & Development	●
Talent Acquisition	●
Office of the Executive Vice Chancellor for Finance and Administration	
Accounts Payable	●
Budgeting and Reporting	●
Business Systems	●
District Business Office (Financial Operations)	●
Employee Service Center	●
EVC for Finance and Administration	●
Grants	●
IT: Development Services	●
IT: Information Technology VC Operations	●
IT: Network Services	●
IT: Technical Services	●
IT: User Support Services	●
IT: Campus IT	●
IT: Web Systems	●
Records and Information Management	●
Student Accounts	●
Office of the Provost and Executive Vice Chancellor for Academic Services	
Accreditation and Quality Improvement (AQI)	●
Access and Disability Resources	●
Admissions and Registration	●
Career Services	●
Curriculum	●
Events	●
Executive Director of Developmental Education (EDDE)	●
Faculty Certification	●
Financial Aid	●
Institutional Research Planning and Effectiveness (IRP&E)	●
Library Technical Services	●
Outreach and Recruitment	●
Program Services	●
Veteran's Services	●
Office of the Vice Chancellor for Facilities	
Facilities [ALL]	●
Office of the Vice Chancellor for Operations	
Pima Foundation	Will be developed when a new person is hired to run the Foundation
Marketing & Communications	●
Media Production	●
Media, Community and Government Relations	●
PCC TV	●

Table 3: Example mission statements, operational objectives and key performance indicators developed during and following IE Week in June 2015.

Dispute Resolution (district-wide unit)		
Unit Mission Statement: The Office of Dispute Resolution provides fair, consistent and efficient management of complaint and grievance processes at Pima Community College to ensure a professional environment that supports student success.	Example Operational Objective: The office will conduct fair, objective and thorough investigations into allegations of non-criminal misconduct of employees in a timely manner.	Example Key Performance Indicator: Number of days an investigation is in process.
Office of the Executive Vice Chancellor for Finance and Administration (district-wide unit)		
Unit Mission Statement: The Office of the Executive Vice Chancellor for Finance and Administration strives to ensure that the College is a good steward of public funds while ensuring that financial and information technology resources are available to support the College Mission, Vision, Goals, and Strategic Plan.	Example Operational Objective: The Office of the Executive Vice Chancellor for Finance and Administration will provide financial and information resources that meet the needs of the College Community while ensuring that the College remains fiscally sound.	Example Key Performance Indicator: The Composite Financial Indicator Score (CFI) for the fiscal year was greater than or equal to the benchmark of 3.00.
Enrollment Management (district-wide unit)		
Unit Mission Statement: To increase student enrollment by providing access, increasing diversity & inclusion, targeting underserved populations, and fostering community engagement.	Example Operational Objective: Target recruitment efforts to first generation college students, students over 25, Hispanic students, and other underrepresented populations.	Example Key Performance Indicator: Numbers of inquiries processed.
Counseling (campus-based unit)		
Unit Mission Statement: The Counseling Department cultivates the qualities of student success in each student, such as motivation, self-confidence, and self-awareness, in order to support the development of student's self-efficacy skills towards perseverance and goal attainment.	Example Operational Objective: Establish a partnership with K-12 Counselors in each service area and provide presentations to high school students and families.	Example Key Performance Indicator: Number of presentations at high schools by 10% over the three year period.

Changes for 2015-2016

As the IE model is new to the College, there are a number of ongoing tasks for the 2015-2016 year to ensure the implementation is successful, including providing training and support for College units and ensuring that the planning and IE systems are fully aligned. Primary tasks include:

1. Institution-wide key performance indicators are being identified to assess mission fulfillment, which is an important aspect of the institutional performance component of the IE model.
2. All units will have IE documents on file in the Office of Institutional Research, Planning and Effectiveness by December 2015.
3. IE Week 2, during which the effectiveness conversation will continue with units across the College, will be held in January 2016. During the week, units will meet, discuss the baseline data for their operational objectives, and identify areas in which the units are strong and areas in which they can improve. If strategies for improvement are identified, they will be incorporated into the unit plans during Planning Week 2, which will be held in February 2016.
4. IE Week will be held every six months to support effectiveness efforts and ensure results are being used to support continuous improvements. Feedback will be obtained from participants during spring 2016 so that the process can be adjusted to improve how well it meets College needs.

Summary

The College has made a number of changes to the planning process in recent years, with minor modifications for 2015-2016 to continue to improve the process. In parallel with this work, an improved institutional effectiveness process has been implemented that supports a consistent, systematic way to assess operations across all areas of the College. A key focus for 2015-2016 is to ensure full alignment between planning and effectiveness to support a culture of evidence-based decision-making at the College. The adoption of cross-campus units in both planning and effectiveness is new to the College and represents a change from the hierarchical structure used in the past. However, it is a key component of the system that ensures consistent services and evaluation of those services regardless of location. As with anything new, there is a learning curve associated with this transition. The College will be holding Planning Week and Institutional Effectiveness Week events every six months to support this transition. Training will be provided at each of the events and, by holding face-to-face sessions every six months, this supports a regular dialog between different units at the College and the Office of Institutional Research, Planning and Effectiveness so that input can be obtained on the process and improvements can be implemented as they are identified.